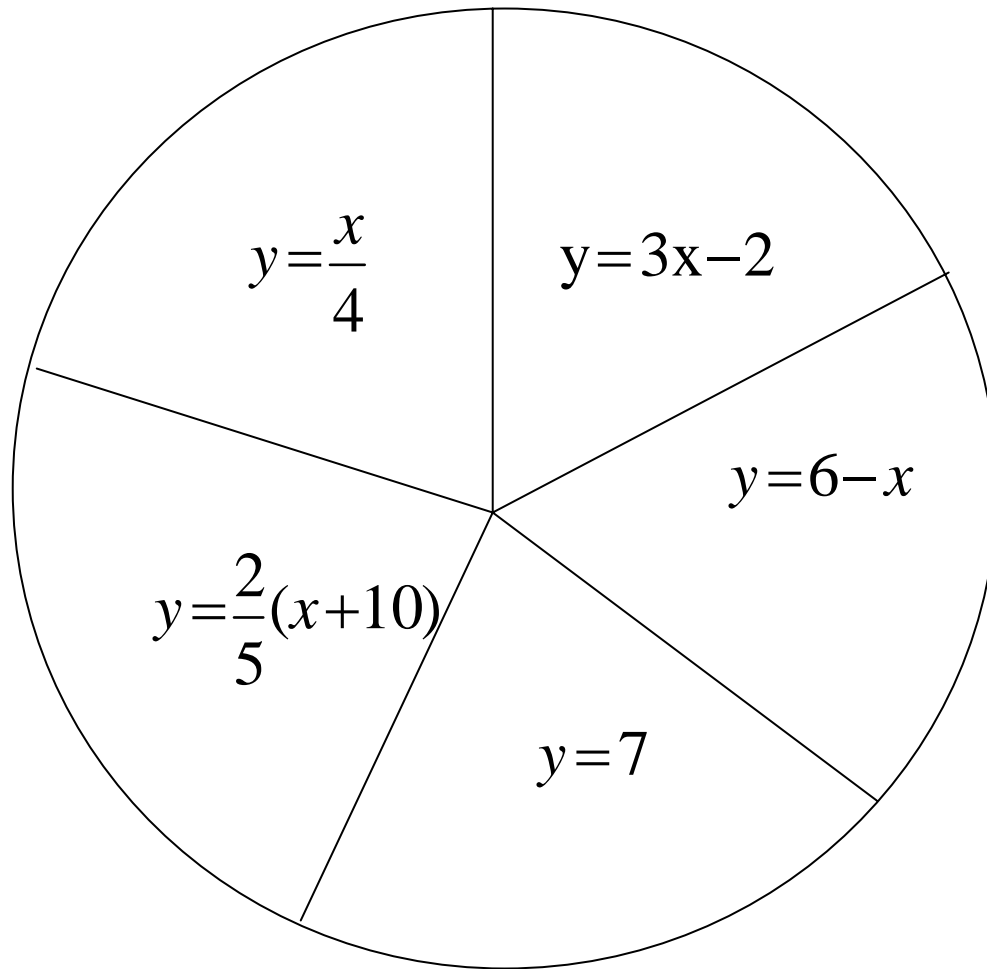


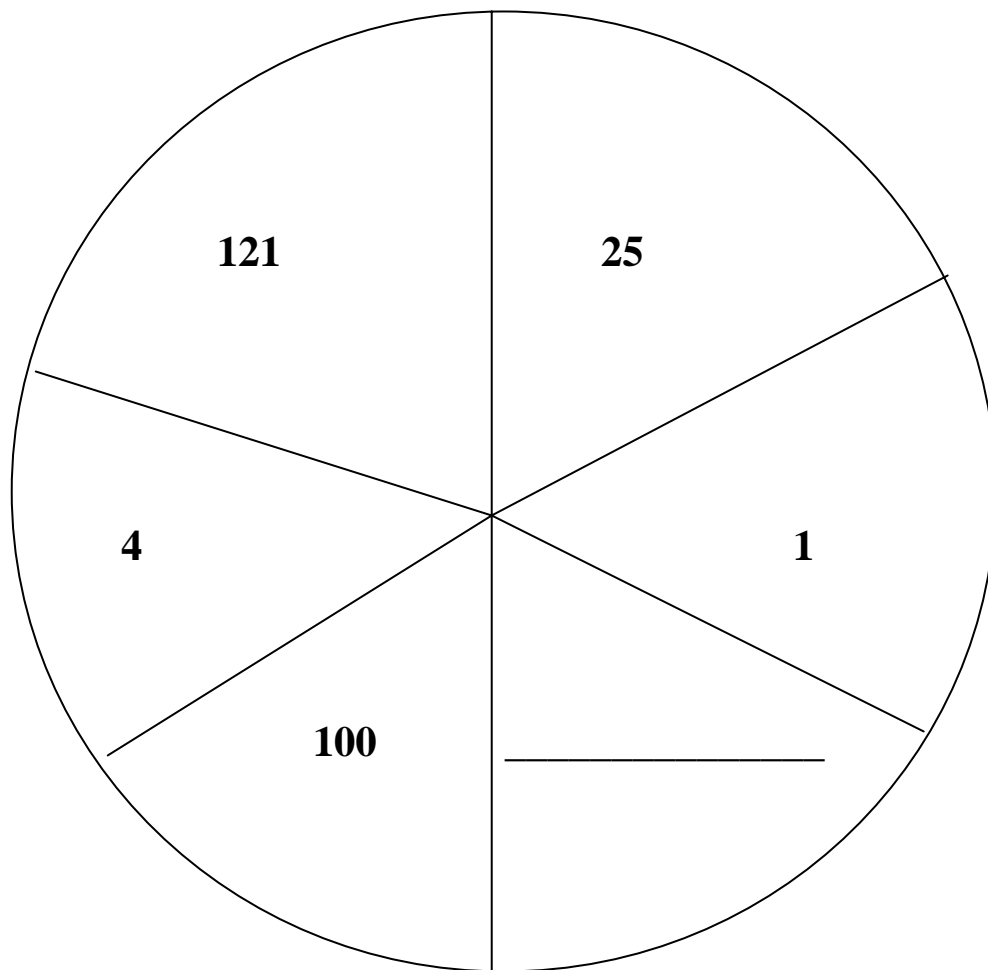
# Concept Circle

Concept: \_\_\_\_\_



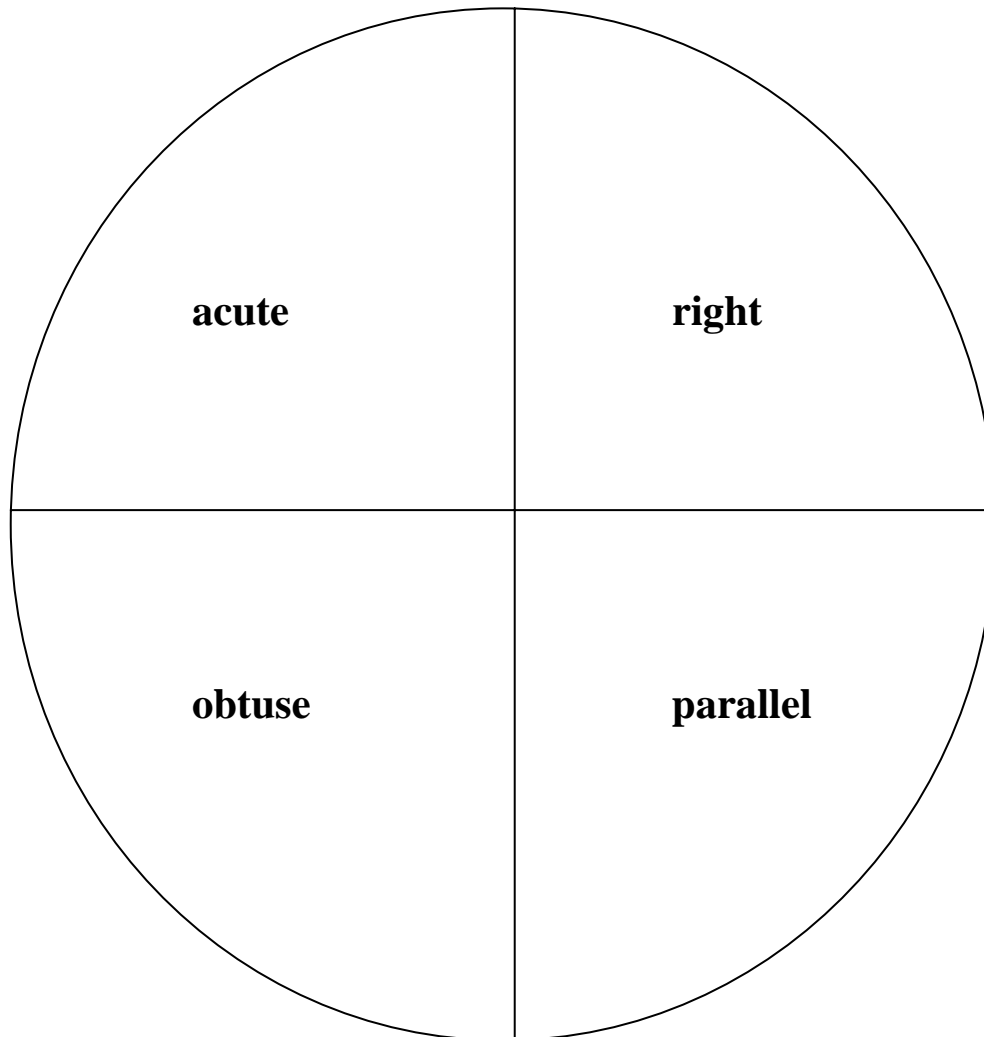
# Concept Circle

Concept \_\_\_\_\_

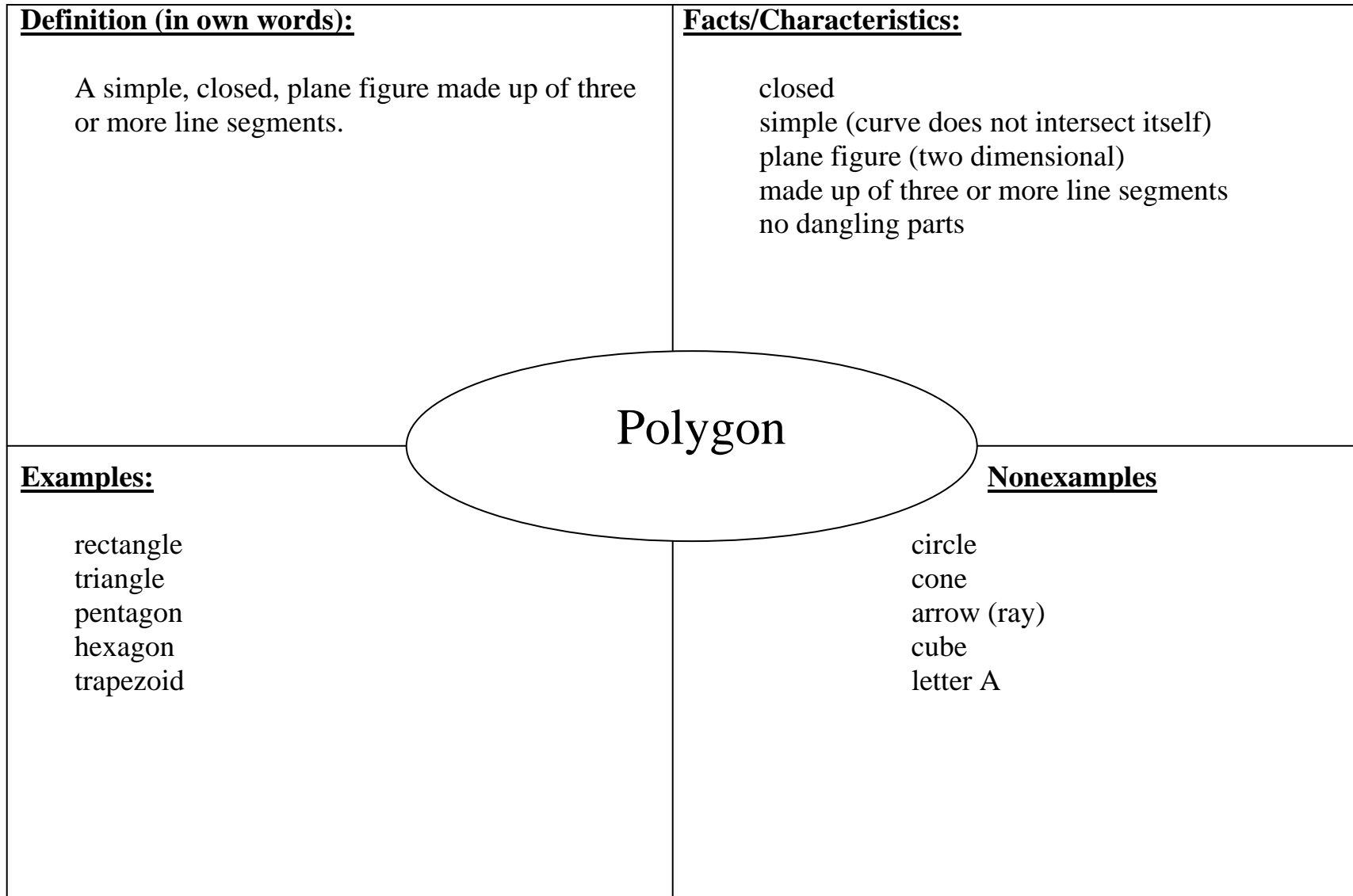


# Concept Circle

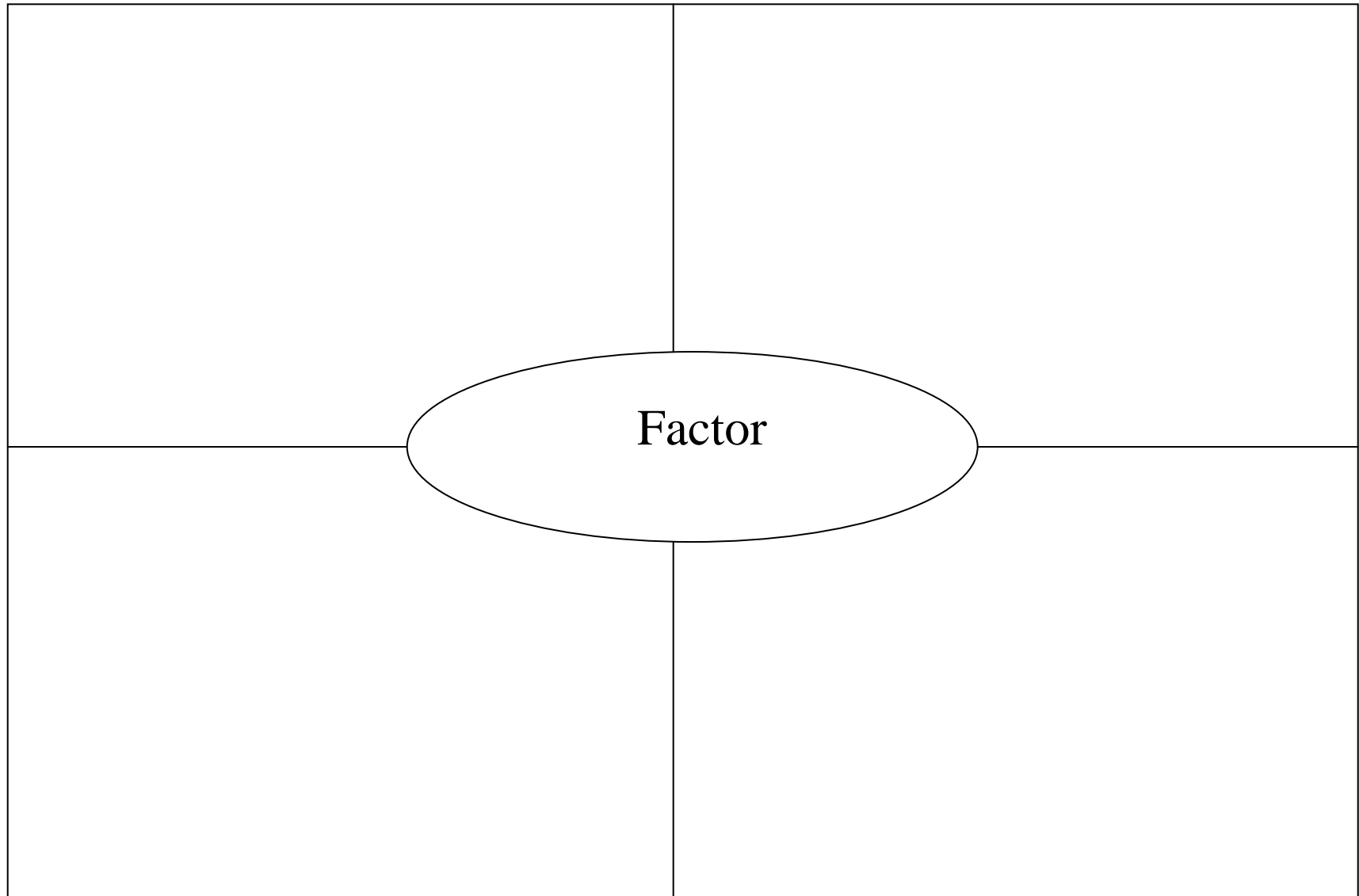
Which term does not belong?



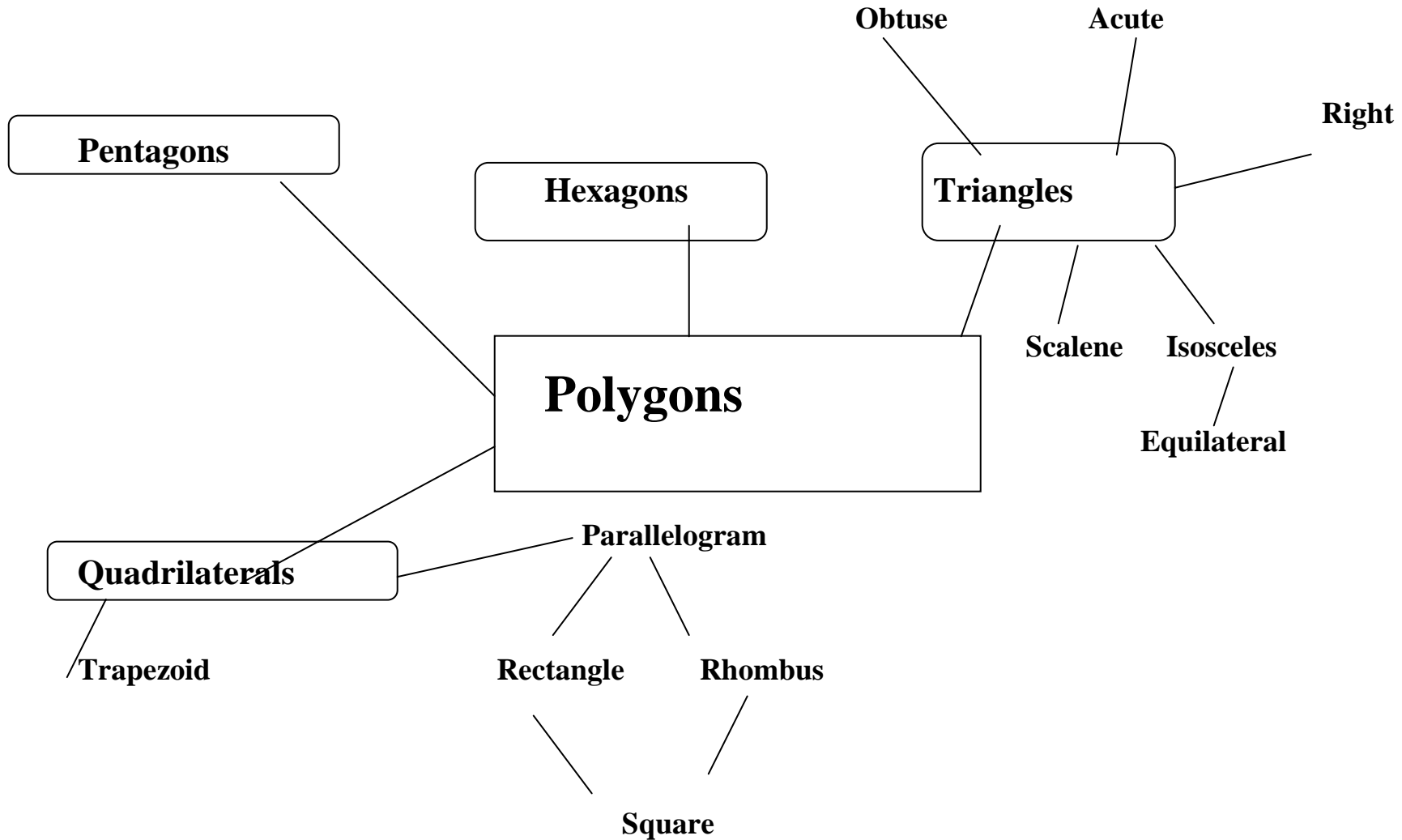
# Frayer Model



# Frayer Model



# Concept Definition Webs



## Compare/Contrast Organizers

	Pyramids	Prisms
<b>3-dimensional solid</b>	<b>X</b>	<b>X</b>
<b>One base</b>	<b>X</b>	
<b>Pair of parallel bases</b>		<b>X</b>
<b>All triangular faces except base</b>	<b>X</b>	
<b>Polyhedron</b>	<b>X</b>	<b>X</b>
<b>Cube</b>		<b>X</b>

## **Learning Log Assignment Examples**

### **Before learning – to activate and access prior knowledge**

Why do we use rulers (or scales or other measuring devices)?

What do these symbols mean?

Describe instances when you use addition at home.

How is multiplication similar to addition?

Make a web to describe some uses of fractions.

### **During learning – to help students identify how well they understand what is being covered in class**

Explain how you know that  $7 + 3 = 11 - 1$ .

How do you know what a story problem is asking you to do?

Write a story problem in which you need to calculate  $5 \times 7$ .

Find examples in our classroom of the geometric shapes we are studying.

Draw three pictures that demonstrate the concept of multiplication.

### **After the lesson – to help students reflect on their learning**

I have trouble understanding ... .

Write a note to a student who was absent from class and explain what was learned in class today about right triangles.

Write a note to your parents explaining how you know when a shape has a line of symmetry.

My favorite kind of story problem is ... .

Explain how you could do the calculation  $65 - 19$  in your head.